


Course of Study

1. Course Details

<p>Lawrence Park C.I.</p>  <p>TDSB</p>	<p>Teacher(s): Caroline Bigelow Faculty: Canadian and World Studies Faculty Office Phone: 416.393.9500 Extension 20219 Name of ACL: Yvette Duffy</p> <p>ACL Contact: Phone: 416.393.9500, Extension 20219 Email: yvette.duffy@tdsb.on.ca</p> <p>Textbook: Cruxton, J. Bradley., and W. Douglas. Wilson. <i>Spotlight Canada</i>. Don Mills, Ont.: Oxford UP, 2000.</p> <p><i>Regard sur le Canada</i>, deuxième édition Chenelière/Ms/Graw-Hill. 2001 Portfolio : <i>Sur Les Traces Des Deux Guerres</i> Le Linguiste. 2011</p>	<p>Date revised: September 2011 Course Name: Canadian History Since World War One Course Code: CHC2D4/5- 03</p> <p>Prerequisite Course Code: None Credit Value: 1</p> <p>Essential Resource Materials: None</p>
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2. Overall Goals

Overall Expectations:
By the end of this course students will:

- Explain how local, national, and global influences have helped shape Canadian identity;
- Analyse the impact of external forces and events on Canada and its policies since 1914;
- Analyse the development of French-English relations in Canada, with reference to key individuals, issues, and events;
- Assess Canada's participation in war and contributions to peacekeeping and security.
- Describe how the conscription crises of World War I and World War II created tensions between English Canada and Quebec;
- Describe the major events that have contributed to the growth of Quebec nationalism and the separatist movement in Quebec (e.g., Duplessis era, 1936-39, 1944-59; Quiet Revolution, 1960-66; October Crisis, 1970; election of René Lévesque, 1976; two sovereignty referendums, 1980, 1995);
- Identify the major groups of French Canadians outside Quebec (e.g., Franco-Ontarians, Franco-Manitobans, Acadians) and describe their struggle for recognition;
- Analyse the changing relationship between English Canada and Quebec, with a focus on the evolution of language policy and constitutional issues (e.g., Royal Commission on Bilingualism and Biculturalism, Bill 101, repatriation of the Constitution, Meech Lake and Charlottetown Accords).

3. Learning Skills and Work Habits

Evaluated on Report Card as:
E (excellent); G (good); S (satisfactory); N (needs improvement)

The Learning Skills demonstrated by a student in every course are evaluated in the following six categories: Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation. The Learning Skills are evaluated using a four-point scale. The goal for each student is to improve Learning Skills which will translate into improved student's overall success.

In addition, completion of the assigned homework/assignments on time will contribute to student's success. We also know that regular attendance in all classes is essential for success; please avoid scheduling appointments during school time.

Students are expected to demonstrate academic honesty on all assignments, presentations, tests, and examinations. Students who cheat or plagiarize will receive a mark of zero for the assignment, presentation, test, or examination.

Responsibility	<p>The Student:</p> <ul style="list-style-type: none"> - fulfils responsibilities and commitments within the learning environment; - completes and submits class work, homework, and assignments according to agreed-upon timelines; - takes responsibility for and manages own behaviour.
Organization	<p>The Student:</p> <ul style="list-style-type: none"> - devises and follows a plan and process for completing work and tasks; - establishes priorities and manages time to complete tasks and achieve goals; - identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks
Independent Work	<p>The Student:</p> <ul style="list-style-type: none"> - independently monitors, assesses, and revises plans to complete tasks and meet goals; - uses class time appropriately to complete tasks; - follows instructions with minimal supervision
Collaboration	<p>The Student:</p> <ul style="list-style-type: none"> - accepts various roles and an equitable share of work in a group; - responds positively to the ideas, opinions, values, and traditions of others; - builds healthy peer-to-peer relationships through personal and media-assisted interactions; - works with others to resolve conflicts and build consensus to achieve group goals; - shares information, resources, expertise and promotes critical thinking to solve problems and make decisions
Initiative	<p>The student:</p> <ul style="list-style-type: none"> - looks for and acts on new ideas and opportunities for learning; - demonstrates the capacity for innovation and a willingness to take risks; - demonstrates curiosity and interest in learning; - approaches new tasks with a positive attitude; - recognizes and advocates appropriately for the rights of self and others
Self-Regulation	<p>The student:</p> <ul style="list-style-type: none"> - sets own individual goals and monitors progress towards achieving them; - seeks clarification or assistance when needed; - assesses and reflects critically on own strengths, needs, and interests; - identifies learning opportunities, choices, and strategies to meet personal goals.

4. Teaching/Assessment and Evaluation Strategies – Course Work (70%)

Students will demonstrate achievement of all the overall expectations of the course. Missed and/or incomplete assignments will have an impact on the final grade where there are a significant number of curriculum expectations that have not been evaluated because of missed assignments. Timelines and units may be adjusted to accommodate student needs.

Unit #	Culminating Tasks	Achievement Chart Focus	Timelines
1. Introduction & Review	Quiz	Knowledge/Understanding	September 2011
2. 1914 to 1919 - Growth, Sacrifice, and Dreams of Peace	Culminating Task and/or Unit Test	Knowledge/Understanding Inquiry Communication Application	mid-September to October 2011
3. 1920 to 1938 - The Roaring Twenties and the Dirty Thirties	Culminating Task and/or Unit Test	Knowledge/Understanding Inquiry Communication Application	October to mid-November 2011
4. 1939 to 1945 - The Horrors of War	Culminating Task and/or Unit Test	Knowledge/Understanding Inquiry Communication Application	mid-November to mid-January 2012
5. 1946 to 1967 - The Pursuit of Security, Prosperity, and Unity	Culminating Task and/or Unit Test	Knowledge/Understanding Inquiry Communication Application	mid-January to February 2012
6. 1968 to 1982 - Conflict and Economic Challenges	Culminating Task and/or Unit Test	Knowledge/Understanding Inquiry Communication Application	mid-February to March 2012
7. 1983 to Present – Living in a Global Village	Culminating Task	Knowledge/Understanding Inquiry Communication Application	April 2012

4. Teaching/Assessment and Evaluation Strategies – Final Evaluation (30%)

All students must take part in the culminating activities for each course at every grade level of study

Summative Tasks	Achievement Chart Focus	Weighting
Defining Canada Summative Task Exam	Knowledge/Understanding Inquiry Communication Application	15% 15%

5. Achievement Chart		
Achievement Categories For Course Work	Description	Weighting
Knowledge/Understanding	<ul style="list-style-type: none"> - knowledge of facts and terms - understanding concepts, principles, and theories - understanding of relationships between concepts 	25 %
Thinking	<ul style="list-style-type: none"> - critical thinking skills(analyzing, detecting bias) - creative thinking (problem solving) - inquiry skills (formulating questions; conducting research; analyzing, interpreting, and evaluating information; drawing conclusions) 	25 %
Communication	<ul style="list-style-type: none"> - communication of information and ideas - use of visuals and technology – multimedia - oral communication (debates, discussions, listening skills, role-playing) - written communication (short essays, writing in role) 	25 %
Application	<ul style="list-style-type: none"> - application of concepts, skills, and procedures - transfer of concepts, skills, and procedures to new ideas - making logical conclusions or generalizations - making predictions and planning course of action 	25 %
6. Term Grades for Provincial Reports		
<p>Term Grades for Provincial Reports throughout the Year</p> <p>The grade for each term/reporting period is based on the evaluations that have been conducted to that point in the course and will be preliminary and tentative. They will be based on the most consistent level of achievement to that point in time, but some of the overall expectations, strands, and units will not have been addressed. The students' grades will most likely change when the students' entire work is evaluated by the end of the course.</p> <p>Reporting Cycle</p> <p>Reporting Cycle 1: September 6th – November 11th Report Card – November 21st</p> <p>Reporting Cycle 2: November 14th – January 24th Report Card – February 16th</p> <p>Reporting Cycle 3: January 25th – March 30th Report Card – April 18th</p> <p>Reporting Cycle 4: April 2nd – June 24th Final Report Card pick up from July 4th- 13th</p> <p>Review Days: June 25th and 26th (9-11 am only)</p>		
7. Communication		
<p>In addition to class time, students can receive additional assistance from:</p> <ul style="list-style-type: none"> - Subject teachers before/after school, during lunch hour or by appointment; - Homework Club - every Tuesday and Thursday from 3:20 – 4:30pm in room 223; - French Club - every Monday at lunch time in room 212; - FIFI - Find It Finish It from 8:35 – 9:35am on November 9th, January 25th, March 28th, and May 16th 		